

Secondary Writing – AEA11 Professional Resources

Absolutely Write!: Teaching the Craft Elements of Writing

224673 83 p. a
372.623 Tho
This book discusses the basic craft elements of writing and provides advice on how that craft can be taught in a writer's workshop. Examples from both adult and children's literature help illustrate various concepts. Topics include: freewriting, keeping a writer's notebook, painting pictures with words, the power of verbs, crafting engaging leads, writing dialogue, learning to write from authors, developing voice and writing expository text. (2002)
(Thomason, Tommy)

Active literacy across the curriculum : strategies for reading, writing, speaking, and listening

227030 138 p. a
428.43 Jac
The author identifies essential literacy strategies that can be used schoolwide to develop listening, speaking, reading, and writing skills. They include: revising and expanding the role of all teachers so they see themselves as language teachers; separating vocabulary into three types; building creative notetaking strategies for extraction and reaction; designating and employing an editing and revision policy for writing; assessing formal speaking skills through the use of discussion approaches; employing direct technical instruction that promotes the use of the human voice and body as a speaking and communication instrument; and using curriculum mapping as a unifying schoolwide vehicle to develop formal benchmark assessments (2006)
(Jacobs, Heidi Hayes.)

Books, lessons, ideas for teaching the six traits : writing at middle and high school

223121 137 p. a
808.042 Boo
This annotated bibliography contains suggested writing activities to help students identify the six traits of good writing and incorporate them into their own work. From Vicki Spandel's six-trait writing model. (2001; Great Source Education Group)

But how do you teach writing? : a simple guide for all teachers

229142 240 p. a
808.042 Lan
Part one features ideas to help get started. Part two shows how to teach across genre, both fiction and nonfiction writing. Part three addresses revision, grammar, punctuation, and assessment. Every chapter features lessons for teachers and students as well as answers to commonly asked questions from teachers around the country. Throughout the book are anecdotes and vignettes from the author. (2008)
(Lane, Barry.)

Classroom Discussion: Strategies for Engaging All Students, Building Higher-Level Thinking Skills, and Strengthening Reading and Writing Across the Curriculum

226013 160 p. a
371.37 Spi
This book shows how to use discussion as a tool for building student engagement and learning in language arts, social studies, science, mathematics, health, and the arts. It contains strategies and step-by-step activities. Teachers learn how to prepare students for meaningful discussions, guide them as they discuss, and provide them with follow-up activities to solidify and extend new understandings. (2005)
(Spiegel, Dixie Lee)

Content-area writing : every teacher's guide

227679 278 p. a
808.042 Dan
This book explains writing to learn (in-class writing that helps students engage with content and retain what they've learned) and public writing (writing in which students demonstrate knowledge and reflect on what they've learned). It includes lessons with subject-specific ideas for planning, organizing, and teaching, as well as samples of student work and guidelines for evaluation and assessment. This title (copy 2,3,4,5) is part of the SCEP shelter care collection. (2007)
(Daniels, Harvey)

Critical Literacy and Writer's Workshop: Bringing Purpose and Passion to Student Writing

225177 86 p. a
372.623 Hef
The author shares her story of a project that taught her students to bridge their personal lives and social issues through social-narrative writing. This critical literacy approach to writer's workshop allows students to question multiple viewpoints, explore sociopolitical issues, and take action to promote social justice. The chapters provide insight into each step of the author's journey. (2004; International Reading Association)
(Heffernan, Lee)

Crossing the Digital Divide: Race, Writing, and Technology in the Classroom

224937 154 p. a
808 Mon
Contents: case studies of high poverty high schools as they come online; unique approaches to teaching middle and high school writing and literature; analysis of the rhetoric of various American adolescent minority groups, differences in their early language socialization, and the impact of those differences on academic performance; and discussion of the public policy debate on access to technology. (2004)
(Monroe, Barbara Jean,)

Differentiated Instructional Strategies for Writing in the Content Areas

224484 158 p. a
372.623 Cha
This guide shows how to use differentiated instruction to help students with varied needs become confident writers. Information is included on the developmental stages of student writers. Teachers will learn how to create a climate for writing, including suggestions for writing centers. Ideas are provided to help teachers solve specific writing problems as well as teach the steps of the writing process. Sample assessment tools are included along with strategies and activities for motivating students. The last chapter contains suggestions for independent projects as well as a model for designing lessons that focuses on students' needs before, during, and after their writing experiences. (2003)
(Chapman, Carolyn)

Differentiated reading and writing strategies for middle and high school classrooms : a multimedia kit for professional development (2 videos, 1 DVD, 1 facilitator's guide, & 2 companion books)

255515 a
255515 DVD
Part one looks at props for reading corners, phonics, and vocabulary. Part two focuses on prewriting, first drafts, editing, and polished final copy. The books explore the strategies in more depth with sample ideas and suggestions for teaching and assessment. The facilitator's guide connects the books, DVD, and VHS programs with extended activities and discussion questions. Book titles: "Differentiated Instructional Strategies for Writing in the Content Areas" and "Differentiated Instructional Strategies

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for Reading in the Content Areas" by Carolyn Chapman and Rita King. (2007;Corwin Press)
(Chapman, Carolyn.)

Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings

225757 353 p. a
428.407 Kuc

This book examines literacy from a multidimensional and interdisciplinary perspective. Individual chapters cover the various dimensions of literacy-linguistic (the nature of language, oral-written language relationships, and language variation); cognitive (constructive nature of perception, the reading process, understanding written discourse, the writing process); sociocultural (literacy as social practices, authority of written discourse); and developmental (constructing the written language system. New to this edition: expanded discussion of the reading wars. (2005) (Kucer, Stephen B.)

Effective Literacy Instruction: Building Successful Reading and Writing Programs

224045 19 p. a
428.407 Lan

Author Judith Langer discusses the key characteristics of effective middle and high school literacy programs. She covers teachers' professional experiences as well as curriculum and instruction that mark the more successful programs. Researchers who worked with Langer provide portraits of teachers and programs. (2002;National Council of Teachers of Eng)
(Langer, Judith A.)

Going deep with compare and contrast thinking : a guide for improving writing across the curriculum, 2007 edition

228394 147 p. a
808.04 Goi

This guide features techniques and resources from Nevada teachers and consultants who studied and applied the research of Robert Marzano into their classrooms. Includes ideas and examples from history, math, language arts, and science. Based on Robert Marzano's "Classroom Instruction That Works : Research-Based Strategies For Increasing Student Achievement" (2001). (2008)

A Handbook of Content Literacy Strategies : 125 Practical Reading and Writing Ideas

225608 320 p. a
428.407 Ste

This book identifies the issues involving content literacy and introduces a framework for instruction. This framework uses scaffolding. Strategies are provided for each of the components of this framework. Ideas are included to help students with literacy problems as well as use literature in the classroom. Authors Eve Bunting and Will Hobbs share their perspectives about the use of literature in the classroom. (2005)
(Stephens, Elaine C.)

The High School Writing Center: Establishing and Maintaining One

215812 177 p.
808.042 Hig

Contents: goals and philosophies of writing lab/center, facilities, staffing, scheduling, training peer tutors, working with students, keeping records, computers, writing across the curriculum, and community connections. (1989; National Council of Teachers of Eng)
(HIG)

How Writing Works: Imposing Organizational Structure Within the Writing Process

225694 274 p. a
808.042 Hou

This book contains lesson plans and strategies to help students learn about the organizational structure of a piece of writing. Chapters are devoted to narrative and descriptive structures, expository and persuasive writing, and manipulating and molding written discourse. Students will learn about cosmetic touches that optimize readability as well as how to assess their own skill. Elements of a successful writing classroom are explored as well as the writers conference. (2004)
(Houston, Gloria)

Improving Your Students' Descriptive Writing, Grades 6-12

254736 84 min
254736 video

English and language arts teachers demonstrate various instructional strategies that can help strengthen students' descriptive writing skills. Students prepare to write by reading models of descriptive writing, developing the concept of dominant impression, and creating and using sensory webs. The other strategies illustrated focus on ways to help students improve their drafts, including: conferences, peer editing, and an interactive rubric specifically designed for descriptive essays. The resource guide contains copies of the materials used in the program. 2 1/2" VHS and guide. (2003;Bureau of Education and Research)

The joys of teaching boys : igniting writing experiences that meet the needs of all students

228793 112 p. a
372.623 Spe

This book offers a framework for making writing a valuable experience for boys. Teachers will learn ways to encourage boys to become more involved in classroom discussion and ways to set up a supportive environment. It explores how teachers can build on interest in nonfiction, action-packed narrative, graphic novels, and the potential of poetry. The activities address different learning styles and encourage students to take responsibility for their own writing and learning. It also illustrates the power of using authentic writing events to turn reluctant writers into eager writers and learners. (2008;Stenhouse Publishers)
(Spence, Christopher Michael)

Learning to Learn: Student Activities for Developing Work, Study and Exam-Writing Skills

225133 104 p. a
371.3 Col

Ideas are provided on how to teach students various study skills. Each of the seven units in this book is preceded by teaching suggestions for the various unit activities. The suggestions include how to introduce or present each activity, possible discussion questions, estimated class time required, and additional activities. Topics covered: time management, note taking, library and research skills, reading strategies, learning techniques, essay writing, and preparing for and writing exams. (2003;Stenhouse Publishers)
(Coles, Mike)

Learning to Write, Writing to Learn: Theory and Research in Practice

226057 245 p. a
808.042 Lea

The authors review the theory and research related to a particular area of writing development and then apply the evidence to actual classroom practice. Contains transcripts of classroom discourse, samples of student work, and teachers' responses to instructional practices. Topics covered: emergent writing, writing in primary grades, writing with ELL/ESL students, writing and poetry in the elementary grades, writing in immigrant families, middle school writing,

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creating independent writers in secondary schools, and writing and response in the secondary school. Writings are included by P. David Pearson and James Flood. (2005)

Lesson plans for teaching writing

228061 249 p. a

808.042 Les

This series of lessons was developed by a federally funded writing coalition project which was created to explore how to prepare students for college writing. Middle, high school, college, and university teachers over a period of seven years implemented approaches to teaching writing. The lessons are grouped into seven categories: writing process, portfolios, literature, research, grammar, writing on demand, and media. Each lesson includes reflections from the teacher. (2007)

Literacy in the Digital Age: Reading, Writing, Viewing, and Computing

225946 107 p. a

302.224 Wit

This book examines the transition from a book and library world and its influence upon schools to a digital world of electronic text, television, and the Internet. It discusses what the transition means for schools and asks whether a model of digital learning will allow the United States to export high-quality education to the rest of the world. (2004) (Withrow, Frank B.)

Literacy, libraries and learning : using books and online resources to promote reading, writing, and research

227024 128 p. a

027.8 Lit

This book discusses the literacy needs of students and the changing responsibilities of classroom teachers and teacher-librarians in helping students become better readers, writers, and researchers. It offers suggestions for re-inventing the school library by offering a more current selection of resources and helping students develop reading habits. Additional chapters show how to explore diversity and social issues in children's literature and how to build reading comprehension of informational texts through daily read-alouds. It includes ideas on how to teach information literacy, introduce students to online resources, and help students be critical users of the Internet. (2005;Stenhouse Publishers)

The literacy principal : leading, supporting and assessing reading and writing initiatives, 2nd edition

228264 159 p. a

428.4071

This edition features commentaries by teachers, principals, and consultants on such topics as leadership roles and practices; literacy coaches and mentoring; plan and literacy; and literacy success at both elementary and secondary levels. Challenges such as literacy for boys and new literacies are examined in new sections that explore the role of literacy in the life of students. Information is provided on how to assess and evaluate existing programs along with ways to move schools forward. (2007) (Booth, David W.)

Nonfiction Writing from the Inside Out: Writing Lessons Inspired by Conversations with Leading Authors

225953 336 p. a

372.623 Rob

The author links interviews with nonfiction writers on writing to lessons based on their insights and advice. She shows how to teach students to write nonfiction that has voice, narrative elements, and leads and endings. Teachers learn how to help students apply nonfiction structures such as sequence, cause and effect, and compare and contrast. Lessons are also included on writing book reviews, interviews, diaries, biographies, essays, and memoirs. Some of the interviewees include: Russell Freedman, Jean Craighead George, Kathryn Lasky, Patricia McKissack, Walter Dean Myers, Pam Munoz Ryan, and Katherine Paterson. (2004) (Robb, Laura.)

Nonstandardized Quests: 500+ Writing Prompts that Matter

223458 134 p. a

808.042 Lec

Contains a list of writing prompts designed to encourage student research, reflection, and exploration. (2002; Heinemann) (LeCount, David E.)

Outspoken! : how to improve writing and speaking skills through poetry performance

227913 194 p. a

808.1 Hol

This book shows how to develop, implement, and assess poetry performance. Beginning with ideas for encouraging even the most reluctant students to speak clearly and write from the heart, the authors use workshop structures to guide students toward completed pieces and a dynamic delivery. It includes lessons involving memoir, metaphor, character, point of view, and articulation. Ideas and guidelines are provided for running a poetry slam, conducting a poetry performance series, and bringing in a visiting poet. The DVD is a documentary that chronicles Michael Salinger and his students as they prepare to compete in a national poetry slam. (2006) (Holbrook, Sara.)

Picture This: Using Picture Books in Middle and High school to Teach Writing

253841 20 min a

A middle school teacher, a high school teacher, and a high school media specialist discuss how they use picture books to teach writing. Clips from their classroom illustrate activities and instructional techniques with picture book writing projects, including the use of picture books in content areas and their use to teach NWREL's 6 + 1 Trait writing rubric. A roundtable discussion with writer Ralph Fletcher features educators' thoughts on using picture books in the classroom. 1/2" VHS, masters, and facilitator's guide. (2000;Northwest Regional Educational Lab.)

The Poet's Pen: Writing Poetry with Middle and High School Students

216722 201 p.

808.1 Lie

A wealth of ideas, advice and examples are offered for encouraging middle and high school students to express themselves through poetry. (1993;Teacher Idea's Press) (Lies, Betty Bonham.)

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Practice in context : situating the work of writing teachers

227070 315 p. a
808.042 Pra
This book looks at the range of teaching contexts and how teachers adapt their pedagogy to their particular circumstances. Each contributor describes an approach, assignment, or activity that he or she has identified as effective, reflects on the origins of the practice or approach, and explains how it plays out in real classrooms. These practices, illustrated throughout by sample classroom materials, include course designs, writing assignments, and response and assessment techniques. Topics include: basic writing, service learning, online writing, revision, research writing, proofreading and editing, portfolios, and assessment rubrics. (2002)

Prompted to Write: Building On-Demand Writing Skills, Grades 6-12

226510 188 p. a
808 Pik
This book includes 15 lesson units to help students develop proficiency in crafting essays in all subjects, in building their vocabulary and reading comprehension skills, and in assessing the quality of their written work. The lessons cover a variety of essay genres and are useful in preparing students for standardized and other high-stakes tests. Each lesson includes guided pre-writing and planning activities and concludes with a timed writing task. Student writing samples and assessment guidance are also included. (2005)
(Pike-Baky, Meredith)

Readers Theatre in the Middle School and Junior High Classroom: A Take Part Teacher's Guide: Springboards to Language Development Through Readers Theatre, Storytelling, Writing, and Dramatizing!

225788 72 p. a
372.676 Wal
This guidebook contains ideas for introducing readers theater to middle school and junior high students. Step-by-step instructions are provided on a variety of ways to use readers theatre in the classroom: circle readings, instant readings, and cooperative reading groups. Teachers will learn how to use scripts for cooperative learning, special education, and ESL/ELL students. Includes sample scripts as well as activities involving storytelling, writing, and creative drama. (1996)
(Walker, Lois)

Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers

225637 444 p. a
428.007 Per
This book contains strategies for promoting literacy and language development in English Language Learners. It explores ways to develop and teach oral language, emergent literacy, process writing, reading and literature instruction, and content reading and writing with pre-reading, during reading, and post-reading strategies. A chapter is also devoted to assessment methods. Information is provided on ELL/ESL students, overviews of classroom practices for ELL/ESL students, and looks at second language acquisition-including language acquisition theories. (2005)
(Peregoy, Suzanne F.)

Reading, Writing, and Talking Gender in Literacy Learning

223482 164 p. a
302.2 Rea
This book contains a synthesis of various studies on gender and literacy. The reviews are organized by genre, including: genre and discussion, reading, writing, electronic text, and literacy autobiography. The authors discuss their findings and provide recommendations for each genre. This book is confined to observational or qualitative studies, particularly those with a feminist perspective. (2002;International Reading Association)

Real life literacy : classroom tools that promote real-world reading and writing, [grades 5-12]

227291 128 p. a
428.007 Pat
This book includes classroom tools that promote real-world reading and writing. It contains lessons that are divided into the following sections: writing & deciphering messages; demystifying labels; coping with everyday money management; decoding nonfiction, product instructions, schedules, timetables, and guides; using personal planning tools; and creating and completing special forms. Each lesson features related vocabulary, a motivational activity, and teaching strategies, along with samples of common but often misunderstood forms and notices. Includes follow-up activities for students to practice in different forms of communication. (2006;Stenhouse Publishers)
(Paterson, Kathy)

Real Reading, Real Writing: Content-Area Strategies

223460 188 p. a
428.4 Top
Two veteran teachers recount their twenty-three year collaboration to find ways to help students improve learning in their content area subjects. They discuss successful practices and strategies for helping students read and become actively involved with books, lectures, and videos. They then describe proven activities to help students write more effectively in the content areas. (2002;Heinemann)
(Topping, Donna.)

Risking Intensity: Reading and Writing Poetry with High School Students

221064 169 p. a
808.1 Mic
Judith Michaels works with students to develop a classroom contract on expected contributions. It stresses grading based on portfolio work versus individual poems which allows students to write and speak honestly about what they think and feel through poetry. She also explains ways to work in lessons about the rhythms, sounds, structures, imagery, and passion of poetry; how to read poetry; and ways to bolster students' involvement. (1999;National Council of Teachers of Eng)
(Michaels, Judith)

Strategic writing across the curriculum in grades 7-12

255499 496 min a
255499 DVD
This kit explores strategies for integrating writing in all content areas. It begins with the teaching strategy 'writing to learn' which involves informal writing assignments that ask students to think through concepts. Sections are devoted to technical and business writing; writing in math & science; and writing in social studies, CTE & electives. It looks at strategies for projects and presentations, including the role of writing in project-based learning. Technology applications are discussed as well as tips for state writing exams and assessment methods. The appendices feature technical writing templates and workplace document examples. The CD-ROM contains handouts from the book. The DVD is a workshop on the content from the book. It was recorded at

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the 14th Annual Model Schools Conference. Willard Daggett. (2006)

Strategies for Integrating Reading and Writing in Middle and High School Classrooms

223873 159 p. a
428.1 Woo
This book contains a collection of reading and writing strategies, each of which includes step-by-step procedural guidelines and lesson plans from various subject areas. These strategies involve: assessment, cooperative learning, group participation, oral reading, vocabulary, students' background knowledge, visual imagery, writing frames, retelling, textbook reading, questioning, critical reading, technology, the arts, listening and viewing skills, literature appreciation, and struggling readers and writers. (2001; National Middle School Association)
(Wood, Karen)

Strengthening Your Students' Writing Skills by Teaching Smarter, Not Harder, Grades 6-12

254735 75 min
254735 video
English and language arts teachers demonstrate various instructional strategies that can promote growth in students' writing skills. Part one focuses on four kinds of student-interactive rubrics. It also contains daily practice activities that are meant to increase the sophistication of students' writing. Part two looks at different types of peer editing. It shows how grammar mini-lessons directly target students' learning needs and explores ways to assess student writing without carrying home stacks of papers. The resource guide contains copies of the materials used in the classroom. 1/2" VHS and teacher's guide. (2003; Bureau of Education and Research)

Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing

226169 169 p. a
808.042 Whi
This book offers a theoretical framework, case studies, and practical methods for evaluating student writing. By examining issues in writing assessment ranging from the development of electronic portfolios to the impact of state-wide, standards-based assessment methods on secondary and post-secondary courses, this book discovers four techniques of authentic assessment: interacting with students as communicators using synchronous and asynchronous environments, describing the processes and products of student learning rather than enumerating deficits, situating pedagogy and evaluation within systems that incorporate rather than exclude local variables, and distributing assessment among diverse audiences. (2005)
(Whithaus, Carl.)

Teaching the Writing Process in High School

217921 142 p.
808 Tea
From the Standard Consensus Series, this is a guide to motivate writing at the high school by aligning classroom-tested practice with standards (local, state, national). High school students think of the writing purpose and audience as they prewrite, edit, and revise. (1995; National Council of Teachers of Eng)

Teaching writing : craft, art, genre

227071 182 p. a
808.042 Tea
This book shows how to help students set purpose and find form for their writing. Individual chapters show how to teach students to write specific genres, including: interpretation, persuasion, evaluation, reflection, and memoir. Strategies are provided for teaching writing, specifically strategies for teaching poetry writing and teaching grammar in contexts for writing. It looks at modeling instruction and features ideas for integrating computers into the writing classroom. Activities are provided to help students master the art of visioning and revisioning. (2005)

Teaching Writing in the Content Areas

226212 169 p. a
808.042 Urq
This book introduces strategies and tools to help teachers incorporate writing into the classroom to help students understand content, explore new ideas, and become critical thinkers. Information is provided to help teachers learn how to create time for writing, monitor what students are learning through their writing, and reduce the time and stress of adding writing assignments to classroom activities. It includes strategies for teaching writing and ways to use technology to enhance writing. These ideas are built on the recommendations of the National Commission on Writing. (2005; Association for Supervision & Curri)
(Urquhart, Vicki)

The Testing Trap: How State Writing Assessments Control Learning

223447 224 p. a
371.26 Hil
An argument is made against existing state writing tests and alternatives are provided that encourage good writing. Effective assessments are measured in their ability to help students improve how they express their thinking in writing. Included are procedures for examining and evaluating writing assessments. This analysis is based on interviews with teachers and administrators on state writing tests in Illinois, Kentucky, Oregon, New York, and Texas. (2002; Teachers College Press)
(Hillocks, George.)

Using the workshop approach in the high school English classroom : modeling effective writing, reading, and thinking strategies for student success

227522 170 p. a
808.042 Urb
This handbook uses the workshop model for increasing students' abilities to read fluently, write coherently, and think critically. Research and the author's own experiences illustrate how to establish a workshop that fosters lasting learning while reinforcing the skills needed for standardized tests; teaches audience and purpose as a vehicle to style and structure; and provides an environment in which students are comfortable to take risks and share ideas. (2006)
(Urbanski, Cynthia D.)

Using Writing to Learn Across the Content Areas: An ASCD Action Tool

226677 448 p. a
808.042 Bee
The tools in this binder will engage students in writing activities that help them review their background knowledge of subject matter, organize their thinking about new facts and concepts, and evaluate their own understanding of material they've just been taught. Each tool includes how-to-use instructions, teacher materials for classroom use, classroom examples, and a template for student assignments. They are divided into prewriting activities, during writing activities, and postwriting activities. (2005)
(Beers, Sue.)

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Video Journal of Education: Reading, Writing, Speaking, and Listening Across the Curriculum, Secondary Edition, v. 10, #4

254109 75 min a
This issue focuses on the importance of teaching language skills across the curriculum. Tape 1 emphasizes the need for teaching reading, writing, speaking, and listening skills and how curriculum mapping can facilitate that process. Tape 2 presents strategies that can be used across the curriculum to teach the skills of literacy. Featured are classroom scenes and teacher interviews from Ankeny Community Schools, Ankeny High School, and Parkview Middle School in Ankeny, Iowa. Presenter: Heidi Hayes Jacobs. 2 1/2" VHS and guidebook (2001;Video Journal of Education)

Video Journal of Education: Writing Across the Curriculum: Finding Meaning in Learning, High School, v. 9, #4

253698 57 min a
Program one examines how writing across the curriculum brings meaning to learning. The role of the English teacher as a writing consultant to the school is discussed. Program two discusses how to develop a writing-across-the-curriculum program, what to look for in a writing handbook, the process of educating faculty, and tools for success in writing. Scenes from both programs show high school classrooms in a variety of disciplines effectively using writing in instruction and evaluation. 1/2" VHS and guide (2000;Video Journal of Education)

Working together to improve literacy : how to set goals, implement and assess school-wide reading and writing initiatives

228794 109 p. a
428.4 Fos
This book shows literacy leaders how to win the support of the school community and implement school-wide initiatives that improve student reading and writing. Reading and writing projects are introduced along with strategies for collaboration in a variety of situations. It also clarifies the role of coach or principal and recognizes how important the empowerment of teachers is throughout the collaborative process. (2008;Stenhouse Publishers)
(Foster, Graham.)

The World is a Text: Writing, Reading, and Thinking about Culture and its Contexts

226285 792 p. a
808 Sil
This cultural studies reader shows how to read all kinds of text. The approach focuses on the relationship between reading traditional works (short stories and poems) and less traditional ones (movies, the Internet, television, etc.). Includes classroom activities and assignments for secondary and college students. (2003)
(Silverman, Jonathan)

Writeaerobics: 40 Workshop Exercises to Improve Your Writing Teaching

224648 123 p. a
808.042 Tho
Includes a collection of exercises on a variety of topics related to writing. Each contains lessons on the craft of writing or teaching writing, exercises to help teachers use that information in their own writer's notebooks, and suggestions for student activities. Some topics include: the Six Traits of Writing, revision, writing endings, teaching students to write creatively, teaching grammar, how people learn to write, and choosing topics. (2003)
(Thomason, Tommy)

Writing About Literature: Step by Step, Seventh Edition

224257 325 p. a
808 Mck
This book is designed to teach students how to analyze and respond to books and poetry. By following the guidelines and structural patterns, students learn the basics of good writing, including how to choose a topic and organize an essay. Each chapter focuses on a specific literary element with information on the basic principles that make up each concept. This edition contains additional information on using and documenting electronic sources, writing the research paper, and taking essay examinations. The Mac/Win CD-ROM is a compilation of the exercises, essay plan sheets, and peer/self-evaluation forms found in the book. (2002;Kendall/Hunt Publishing Company)
(McKeague, Pat)

Writing across the curriculum to increase student learning in middle and high school

225412 107 p. a
808.042 Wri
This book provides a conceptual background on writing and introduces the fundamentals of teaching writing. Strategies are included for using writing to learn and for helping struggling students. Ideas are also presented for using writing in mathematics, science, and social studies classes. It also looks at how to assess student writing. (2004)

Writing Better: Effective Strategies for Teaching Students with Learning Difficulties

225989 177 p. a
808.042 Gra
This book contains strategies for teaching writing to students with learning disabilities. It uses a model for teaching these strategies based on systematic instruction that incorporates aids such as mnemonic devices and short step-by-step action plans. The strategies are organized into the following sections: strategies for teaching planning, writing, and revising; writing strategies that can be applied broadly; writing strategies that are genre specific; and strategies for self-regulating and the writing process. (2005)
(Graham, Steven)

Writing Exercises for High School Students

217077 81 p.
808 Vul
These lessons offer suggestions for teaching: descriptive writing, freewriting, audience and voice, dialogue, expository writing, creative writing, imagery, designing a student magazine. (1989;Eric Clearinghouse On Redg & Currlm)
(VULTAGGIO, B.)

Writing for Real: Strategies for Engaging Adolescent Writers

223861 293 p. a
808.042 Bur
Middle school teacher Ross Burkhardt discusses his own curriculum for writing instruction. This curriculum includes strategies and activities that are grounded in the real world and in students' interests. Burkhardt uses case studies to show how to start a writing program, provides strategies based on ten assertions about writing, and shares culminating activities such as a poetry magazine, the parent writing conference, and writing for closure. (2002; Stenhouse Publishers)
(Burkhardt, Rose)

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The Writing Lab Approach to Language Instruction and Intervention

224854 502 p. a
418.007 Nel

This book shows how to use computer-supported activities to encourage progress in each stage of the writing process. Focus is placed on students who are having difficulty learning spoken and written language, including English language learners (ELL) and students with learning disabilities. It is divided into three sections: writing process instruction, computer supports, and inclusive practices. It features a primer on how children develop proficiency with language, a guide to setting up a writing lab, a discussion of software features and programs, instructions on using scaffolding to respond to individual needs, and an assessment tool the authors developed to analyze student writing samples. (2004)
(Nelson, Nickola)

Writing math research papers : a guide for students and instructors

227956 239 p. a
510.712 Ger

This book describes how to write a research paper, from the prewriting work of problem solving and reading mathematics effectively to the postwriting work of making math research presentations and entering math contests. The appendices include samples from student papers, information about math contests, and sources for finding research topics. (2004)
(Gerver, Robert.)

Writing With, Through, and Beyond the Text: An Ecology of Language

225760 185 p. a
808.042 Luc

Rather than considering writing a process, the author describes it as a system, an ecology that engages the individual in a variety of socially constituted and interacting systems. The book examines the pedagogical and curricular implications of this approach to writing, considering what it means to write and teach writing in ways that understand and acknowledge the ecological character of writing. (2004)
(Luce-Kapler, Rebecca)